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ABSTRACT

This document offers brief lesson plans for four courses: (1) an 8-hour refresher course for employees who write memos, short reports, and letters; (2) an 8-hour refresher course on creating a short document; (3) a 16-hour course on technical manual writing; and (4) an 8-hour course on technical manual writing. The courses were part of a workplace literacy project developed by Mercer County Community College (New Jersey) and its partners. In addition to the lesson plans are the following: a glossary of word usage, a list of cliches to avoid, a list of transitional words, exercises to review punctuation, a list of outdated business language, memo-writing exercises, exercises on parallelism, checklists for good writing, and a lists of commonly misspelled words. (CML)

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WRITING CLINIC FOR BUSINESS AND TECHNICAL WRITERS

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Prepared Under a United States Department of Education
National Workplace Literacy Program Grant to
MERCER COUNTY COMMUNITY COLLEGE
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OVERVIEW OF WORKPLACE LITERACY PROJECT

Skills for Tomorrow, NOW

The Workplace Literacy Project resulted from a Department of Education grant, plus in-kind contributions from a partnership with General Motors Inland Fisher Guide Plant, Princeton Plasma Physics Laboratory, and St. Francis Medical Center. The project is an attempt to find solutions to the growing "skills gap" in industry today. More than 25 million Americans cannot read the front page of a newspaper. In addition, workers whose average ages are rising, must produce in a technological environment that may not have existed when they began working. This lack of knowledge makes it difficult to compete in a technologically changing workplace. Moreover, an increasing number of immigrants have entered the workforce with limited English communication skills. In response to this growing need, the Federal government provided a grant to Mercer County Community College and its partners to develop ways to enrich and expand employees' basic workplace knowledge. The aim of the project was also to improve the self-esteem of the participants.

Support for the project was solicited from all levels of company management and the unions. In addition, an advisory council, comprising key management and employees from each company determined the design, goals, and time-frame of the project. Each company provided a liaison person from their site, and MCCC hired a director to manage the program. Employee release time for classes was site-specific.

Participation in the program was voluntary. Information about classes was disseminated through company letters, flyers, union notices, notices included with paychecks, and open forums with supervisors and employees.

The ABLE test was used for normative pre and post testing. Other types of evaluations varied from course to course. MCCC counselors met with each student to discuss present and future educational objectives.

Courses were offered in reading, business writing, math, science, and English as a Second Language. In addition, there were workshops in problem solving, stress management, and other work survival skills. The curricula for the courses were customized for each worksite to be as job focused as possible.

It is our hope that this program will serve as a model for other organizations to empower their employees with the skills needed to succeed in the changing technological workplace, today and in the future.

COURSE OUTLINE

WRITING CLINIC

A course aimed at refreshing writing skills. Students will learn techniques that will help them communicate effectively, write quickly, powerfully, and clearly. Geared to people who write memos, short reports, or letters.

OBJECTIVES

Upon completion of this course, students will be able to:

- Write short documents quickly, powerfully, and clearly

TOPICAL OUTLINE

- Steps for writing any document
- Write for your audience
- Different styles of writing
- Editing
- Grammar and punctuation

OTHER

- 8 hours

TEXTBOOKS

Brock, Susan, Better Business Writing, Crisp Publications, California, 1987.
Dumaine, Write to the Top: Writing for Corporate Success

WRITING CLINIC

As directed by MCCC for Princeton Plasma Physics Laboratory (PPPL).

A two week seminar to refresh writing skills. Learn techniques to communicate effectively, write quickly, powerfully and clearly. Geared to people who write memos, short reports, or letters.

Steps for writing any document
Write for your audience
Different styles of writing
Editing
Grammar

CURRICULUM

Textbook: Better Business Writing by Susan Brock; published by Crisp Publications.

The class was four 2 hour sessions.

FIRST SESSION:

Introduction of instructor and class participants.

Free write - write about anything that's on your mind: your drive to work, the weather, your vacation, Christmas presents, etc.

Memo writing - write a short memo about something on the job: phone use, long breaks, late arrivals, extra vacation time request, etc. I used this as my pre-write sample).

p. 3 - Brock - take Self Assessment test

pp.4-5 - Brock - read and discuss Personality types; what is your main personality type? what characteristics of the other types do you possess? who do you usually write to? what characterisitcs does that person or group possess? (write them)

Rewrite memo (prewrite memo) in terms of reader's personality type. Compare the two memos.

pp.6-9 - Brock - "Back to Basics"; take spelling test; discuss "Spelling Mnemonics"; hand out "Commonly Misspelled Wordlist" (see Attachment #1)

pp.10-13 - Brock - "Improve Your Punctutation" - read "Punctuation Pointers" and do "Punctuation Exercise"

ASSIGNMENT: read p. 14 - Brock; read Usage List (see Attachment #1)
Bring in writing samples - yours and your boss'

SECOND SESSION:

(Brought in Punctuation exercises, at class' request, from the Writing Center. See Attachment #2).

Do Punctuation exercises and discuss answers in terms of Punctuation Pointers and other rules.
(Note - as class did exercises, I critiqued writing samples with the individual writers).

p. 15 - Brock - do "Parallel Construction" exercise and discuss Parallelism in writing (lists, etc.)

pp. 16-17 - Brock - "Proper Word Usage" - do exercise and discuss answers

ASSIGNMENT: Rewrite memo discussed individually; read and do pp. 18 -27 - Brock; read through Handout (see Attachment #3).

THIRD SESSION:

pp. 18-22 - Brock - do "Wordiness" exercise; do "Redundancies" exercise; discusses Cliches and Businessese (See Attachment #1).

pp. 23-27 - Brock -discuss "Pitfalls of Business Writing"

p. 25 - Brock - discuss "Five Stylistic Tools"

pp. 30-35 - Brock - discuss "Writing Samples" - letters and memos.

p. 36 - Brock - discuss "Nine Tips to a Better Memo"

p. 41 - Brock - discuss "Basic Outline for Business Letter"

p. 12 Dumaine's Write to the Top: Writing for Corporate Success - hand out "Focus Sheet" (See Attachment #4); discuss this in terms of next writing assignment on the job.

ASSIGNMENT: Fill out Focus Sheet and then write next memo you must do for your job. Bring memo and Focus Sheet to class.

FOURTH SESSION:

do "Parallel" exercise (See Attachment #5) - class requested more help in this area

Review Homework assignment with each individual as as rest of class does Parellelism exercises.

p. 36 - Brock - review "Tips for a Better Memo"

p. 41 - Brock - review "Basic Outline for a Business Letter"

Post test - rewrite memo that was assigned for homework

Write Class Evaluation

CREATING A SHORT DOCUMENT

As directed by MCCC for PPPL.

A two week seminar to refresh writing skills.. Learn techniques to communicate effectively, write quickly, powerfully and clearly. Geared to people who write memos, short reports, or letters.

Basic writing styles
Samples of business writing
Writing persuasively
Organization of writing
Memorandums

CURRICULUM

Textbook: Better Business Writing by Susan Brock; published by Crisp Publications.

The class was four 2 hour sessions. Two people who were in the Writing Clinic attended this class.

FIRST SESSION:

Introduction of instructor and class participants.

Free write - write about anything that's on your mind: your drive to work, the weather, your vacation, Christmas presents, etc.

Pre-write sample - write memo asking for additional vacation time, without pay

p. 3 - Brock - take "Self Assessment" test

pp. 4-5 - Brock - read and discuss Personality types; what is your main personality type? what characteristics of the other types do you possess? whom do you usually write to? what characteristics does that person or group possess? (write them)

p. 10 - Dumaine's Write to the Top: Writing for Corporate Success - hand out "Focus Sheet" (See Attachment #4) - discuss Vacation Time memos in terms of this Focus Sheet.

Lecture about Generating Ideas - use pp. 14-29 from Dumaine book

Brainstorm - What qualities do you want in your next supervisor? Then group the characteristics as if you were to write a memo about them.

Start a free-write on "If I could redesign my job in any way...

ASSIGNMENT: finish free-write on "If I could redesign my job...". Bring writing samples - yours and your boss'. If you did not take the Writing Clinic, read pp. 6 - 29 in Brock. Hand out lists (See Attachment #1)

SECOND SESSION:

Lecture on Grouping Information Under Headlines from Dumaine, pp. 30 - 42. read list from Creating Categories. Pass out "Typical Memos and Reports Categories" from Dumaine, pp. 32-33 (See Attachment #6)

Lecture on Sequence of Ideas from Dumaine, pp.43-56.

Lecture on Writing the First Draft from Dumaine, pp. 57 - 63. Include Constructing Paragraphs, Transitional Words (See List from Attachment #1).

Notes on paragraphs:

1. develop single idea presented in topic sentence.
2. provide logical break in material
3. create physical breaks that help reader visually.

Notes on writing first draft:

1. write headline, then paragraph
2. add more headlines as sub-topics emerge
3. no such things as the perfect first draft

Do "Jessica is compiling the research. I'll interview the client." and insert transitional words to show how the meaning can change.

Hand out "Be Your Own Editor" checklist from Dumaine, pp. 65 - 66 (See Attachment #7) - discuss importance of 'distance' from writing

Write memo on something from the job (beginning of triple memo). Collect.

ASSIGNMENT: Write a second version of memo (triple memo) that you just turned in.

THIRD SESSION:

Discuss free write of 'Job Redesign" in terms of Dumaine's 'Be Your Own Editor" list.

Regroup information and rewrite 'Job Redesign".

Lecture on Visual Impact from Dumaine, p. 69.

Lecture on Rewriting Headlines from Dumaine, p.75.

p. 48 - Brock - discuss Writing Persuasively
p. 50 - Brock - discuss Motivated Sequence; I read steps as class read along on pp.52 -53.

Rewrote memo for third time (triple memo).

pp. 49 -50 - Swenson's "Writing Fitness" - hand out retyped memos and discuss.

ASSIGNMENT: p. 51 - Swenson - hand out memo and assigned revision for next class.

FOURTH SESSION:

p. 51 - Swenson - discuss revision.

p. 53 - Swenson - hand out memo and revise.

p. 105 - Dumaine - lecture on Writing to Influence

p. 107 - Dumaine - lecture on Negotiations and Strategies

p. 112 - Dumaine - lecture on How to Get Action from Your Writing

(Note - I typed up the triple memos) - hand out triple memos and discuss how they can be improved. Rewrite them in terms of class' suggestions and what was discussed in class. (This was the Post-write for the class).

REVIEW:
Focus sheet
Personality Types
Generating Ideas
Grouping Ideas
Typical Memo Categories
Headlining
Sequencing
Writing First Draft
Visual Impact
Writing Persuasively
Motivated Sequence
Writing to Influence
Negotiations and Strategies
How to Get Action

Write Class Evaluation.

COURSE OUTLINE

TECHNICAL MANUAL WRITING

A workshop to sharpen technical manual writing skills. Geared to those who already write technical manuals or who perform similar tasks. Emphasis is on critiquing writing samples of participants' work.

OBJECTIVES

Upon completion of this course, students will be able to:

- Revise draft versions of their work
- Write for a target audience
- Write technical language in a clear and precise style

TOPICAL OUTLINE

- Drafting and revision
- Definitions
- Defining audience
- Descriptions
- Technical writing style
- Instructions

OTHER

- 16 hours

TEXTBOOK

Dumain, D., Write to the Top: Writing for Corporate Success, Random House, NY, 1989.

TECHNICAL MANUAL WRITING

As directed by MCCC for PPPL.

An eight week seminar to sharpen technical manual writing skills. Geared to those who write technical manuals at PPPL.

Drafting and revision
Defining an audience
Technical writing style
Definitions
Descriptions
Instructions

CURRICULUM

The class was eight 2 hour sessions.

FIRST SESSION:

Introduction of instructor and participants.

Hand out - Attachments #1 and #3

Lectured on:

Focus sheet - p.10 Dumaine (Write to the Top: Writing for Corporate Success)
Generating Ideas - pp. 14-29 Dumaine
Grouping Information under Headlines - pp.30-42 Dumaine
Sequence of Ideas - pp. 43-56 Dumaine
Be Your Own Editor - pp 65-66 Dumaine
Visual Impact - p.69 Dumaine
Rewriting Headlines - p. 75 Dumaine

ASSIGNMENT: Bring copies of your own writing to the next class. Each participant was to bring enough copies of his writing for each person in the class so that all the participants could critique the writing samples.

SECOND SESSION:

Participants brought writing samples and the class critiqued them and explained how each sample would better. The critiques were lengthy, objective, and very helpful. Since peers were making the suggestions, the individual writers were more amenable to different ideas. We did about three samples in each class. I acted as a group discussion leader.

THIRD SESSION - EIGHTH SESSION:

See second session. Wrote class evaluation in last session.

TECHNICAL MANUAL WRITING

As directed by MCCC for PPPL.

A two week seminar to sharpen technical manual writing skills. Geared to those who write technical manuals at PPPL.

Drafting and revision
Defining an audience
Technical writing style
Definitions
Descriptions
Instructions

CURRICULUM

Textbook: Technical Writing in the Corporate World by Herman Estrin, Ph.D. and Norman Eliot, Ph.D.; published by Crisp Publications (Note - book is a waste of time and money for a class like this one)

The class was four 2 hour sessions.

FIRST SESSION:

Introduction of instructor and participants.

Free write - write about anything that is on your mind: your drive to work, the weather, your vacation, Christmas presents, etc.

Hand out - Attachments #1 and #3

Lectured on:
Focus sheet - p.10 Dumaine
Generating Ideas - pp. 14-29 Dumaine
Grouping Information under Headlines - pp.30-42 Dumaine
Sequence of Ideas - pp. 43-56 Dumaine
Be Your Own Editor - pp 65-66 Dumaine
Visual Impact - p.69 Dumaine
Rewriting Headlines - p. 75 Dumaine

ASSIGNMENT: Bring copies of your own writing to the next class. Each participant was to bring enough copies of his writing for each person in the class so that all the participants could critique the writing samples.

SECOND SESSION:

Participants brought writing samples and the class critiqued them and explained hov each sample would better. The critiques were lengthy, objective, and very helpful. Since peers were making the suggestions, the individual writers were more amenable to different ideas. We did about three samples in each class. I acted as

a group discussion leader.

THIRD SESSION:

See second session.

FOURTH SESSION:

See third session.

Post test - particpants rewrote writing critiqued during the classes.

Write class evaluation.

GLOSSARY OF USAGE

a	use before a consonant sound: a bank
an	use before a vowel sound: an hour, an eye
accede	to agree to; to consent
exceed	to surpass; to be greater than
accent	emphasis; stress
ascent	rise; climb
assent	agree; accede
accept	to receive
except	to leave out; exclude (verb); excluding (preposition)
adapt	to adjust; to modify
adept	proficient
adopt	to take by choice as one's own; to choose
advice	recommendation; suggestion; counsel (noun)
advise	to recommend; to suggest; to counsel; to caution (verb)
affect	to impress; to influence; to pretend (verb)
effect	to bring about; to accomplish (verb)
effect	result; outcome (noun)
all ready	prepared; ready
already	previously; beforehand
allusion	indirect reference
illusion	mistaken idea; misconception
delusion	persistent false beliefs; self deception about facts, often indicating a disordered state of mind
among	used for three or more people or things
between	used for two people or things
amount	refers to things in bulk or mass: amount of time
number	refers to the countable: number of minutes
any	refers to one or more of several persons or things: any of the four participants
either	refers to one of two things or persons: either of the two participants
anyways	should always be anyway
anywheres	should always be anywhere
appraise	estimate the value of
apprise	notify; inform

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apt	habitual inclination or tendency toward something
liable	to be subject to probable risk or misfortune
likely	probable; fairly certain
libel	written or oral defamatory statement
as though, as if	use as a subordinating conjunction: as if I did
as to	use about instead
beside	next to; by the side of (preposition)
besides	in addition to; moreover (adverb)
bouillon	broth, soup
bullion	uncoined gold or silver
biannual	twice a year
biennual	once every two years
bimonthly	once every two months
biweekly	once every two years
can	ability to perform
may	permission
censor	delete forbidden material
censure	blame; condemn
cite	to quote from
cited	praise formally
sight	vision; view; to see; to take aim
site	location
complected	should be complexioned
complement	complete; fill up; make perfect
compliment	praise; flattering remark; to present a token of esteem
continual	interrupted action; frequently repeated
continuous	uninterrupted action; without stopping
council	elected or appointed assembly or group
counsel	advice; advisor; lawyer (noun) to advise (verb)
consul	a government official in a foreign country
credible	believable; plausible
creditable	worthy of esteem, praise
credulous	ready to believe on little evidence
disinterested	impartial; unselfish motives
uninterested	unconcerned; apathetic
disorganized	confused arrangement
unorganized	not in any arrangement; never in any arrangement

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due to	introduces noun and pronoun modifiers: The division of the forces was due to a misunderstanding.
because of, on account of owing to	introduces adverbial phrases: The forces were divided because of a misunderstanding.
emanate	to come out from a source; to emit
eminent	distinguished; prominent; famous
imminent	impending; about to happen
emigrate from	to go <u>from</u> one country to another
immigrate to	to come <u>into</u> a country from another
erasable	can be erased or deleted
irascible	easily angered; hot-tempered
explicit	specific; definite; fully developed
implicit	implied; unquestioning
fewer	refers to a number of things or people: Fewer hours were needed.
less	refers to quantity, mass, degree of one thing: Less time was needed.
had ought hadn't ought	<u>ought</u> doesn't need an auxiliary verb
hardly, scarcely	when used with <u>no</u>, <u>never</u>, <u>not</u>, they become double negatives
have, of	<u>of</u> is the incorrect substitute for <u>have</u> after <u>may</u>, <u>might</u>, <u>shall</u>, <u>should</u>, <u>will</u>, <u>would</u>, <u>can</u>, <u>could</u>, <u>must</u>, <u>ought to</u>
if...would	do not use in the same clause: 'If I had known' rather than 'If I would have known'
imply	to suggest, assume, insinuate, vaguely express something
infer	to interpret, to deduce, to conclude from something (Note: speaker implies, listener infers)
introconvertible	indisputable; not open to question
inconvertible	not exchangeable
indict	to charge, accuse
indite	to make up, dictate, compose
ingenious	resourceful, clever, original
ingenuous	straightforward, frank, innocent, naive
in regards to	should be <u>in regard to</u>
irregardless	should be <u>regardless</u>

inside of	use within instead
outside of	omit of: outside the door
kind of, sort of	use somewhat, somehow, rather instead: She was rather quiet.
learn	to acquire knowledge
teach	to impart knowledge
leave	go away
let	allow, permit
let's	contraction of let us and should be used only where let us can be used
like	as a preposition, it is accompanied by a noun or pronoun: like me
as	subordinating conjunction: as I did
loose	not tightly fastened or attached
lose	to suffer loss through accidental or unforeseen circumstance
lots, a lot	use very much, a great deal, many instead
moral	ethical, virtuous, practical lesson
morale	'esprit de corps'; mental and physical attitudes
most	very; to the greatest or highest degree
almost	nearly; not quite
mostly	for the most part
off of	omit of
person	an individual
people	group; sometimes a race or nation
party	group or individual (legal writing only)
personal	private; individual
personnel	department concerned with employees; persons; staff of workers
perspective	view things in their true relation or relative importance
prospective	related to the future; expectant
practicable	feasible; usable (refers only to things)
practical	sensible, useful in actual course of action (refers to people and things)
precede	come before
proceed	to go on, to go forward; advance

prescribe	to lay down as a rule; dictate
proscribe	condemn; prohibit; forbid
principal	person with controlling authority; chief, capital sum; most important
principle	truth, fact, law
reason is because	should be reason is that: The reason he is late is that his car would not start.
seasonable	opportune; timely; unsuitable for time and circumstances
seasonal	relating to seasons
species	class, kind, category
specie	money in coin
spacious	roomy, expansive
specious	having deceptive attraction and allure
stationary	fixed, immobile
stationery	writing materials
statue	sculptured likeness
stature	natural height
statute	law
sure and	should be sure to
than	in comparison
then	at that time; following next in order
theirself, theirselves	should be themselves
try and	should be try to
unquestionable	beyond doubt; indisputable
unquestioned	not questioned yet
veracious	truthful; accurate
voracious	ravenous; insatiable; excessively eager
waive	abandon; forego; to relinquish voluntarily
wave	to motion; to flutter; undulate; signal
where	do not substitute for that: I read that the meeting will be held next week.
where at	omit at: Where does she live?

CLICHES TO AVOID

acid test
after all is said and done
all work and no play
beautiful but dumb
better half
better late than never
bolt from the blue
blushing bride
busy as a bee
by leaps and bounds
conspicuous by his absence
easier said than done
equal to the occasion
Father Time
filthy lucre
flowing like milk and honey
from the dawn of time
green with envy
helpless as a baby
history tells us
hungry as a bear
in the arms of Morpheus
I thought I'd die
it goes without saying
last but not least
like rats in a trap
method in his madness
Mother Nature
nip it in the bud
none the worse for wear
not enough sense to come out of the rain
on the ball
on the beam
other side of the coin
partake of refreshments
pretty as a picture
raining cats and dogs
rears it ugly head
ripe old age
run like a flash
sadder than wiser
salt of the earth
slow as molasses
slow but sure
sly as a fox
sober as a judge
sound as a dollar
stew in your own juice
straight from the shoulder
strong as an ox
this day and age
to the bitter end
too funny for words
tired but happy
traffic slowed to a snail's pace
water under the bridge
watery grave
weaker sex
wrought havoc

Allow us to express our sincere appreciation for . . .
We hope to hear from you at your earliest convenience.
We beg to inform you . . .
Enclosed please find . . .
Thanking you in advance . . .
We regret to inform you . . .
Will you be kind enough to . . .
May we take the liberty of . . .
Begging your kind indulgence . . .
If this is agreeable to your wishes . . .
If this meets with your approval . . .
We take pleasure in sending . . .
Assuring you of your interest . . .
Please don't hesitate to call on us if we can be of further assistance.
As per your request . . .
Anticipating a favorable response . . .
. . . meets with your approval . . .
At the present writing . . .
Contents duly noted . . .

according to our records . . . . . .we find
acknowledge receipt of . . . . . .thank you for your letter
advise . . . . . .inform
agreeable to your wishes
in this manner . . . . . .like
allow me to express my
appreciation for . . . . . .thank you for
along these lines. . . . . .(too vague, be more specific)
answer in the affirmative. . . . . .yes
as a matter of fact. . . . . .(delete entirely)
as per . . . . . .we find
as stated above, as
indicated below. . . . . .from these facts or as we have shown
at an early date . . . . . .soon
at a later date . . . . . .later
at hand . . . . . .(delete entirely)
at the earliest possible moment. . . . .soon
at the present writing . . . . . .now
at this time . . . . . .now
at your earliest convenience . . . . . .soon
attached please find . . . . . .we are attaching or We enclose
awaiting your favor. . . . . .please let us hear from you
beg to acknowledge . . . . . .acknowledge
beg to inform. . . . . .inform
contents duly noted. . . . . .thank you for your letter
despite the fact that. . . . . .though or although
due to the fact that . . . . . .since or because
each and every . . . . . .each or every
enclosed please find . . . . . .we enclose or we are enclosing
even date or current date or
recent date. . . . . .(give specific date)
favor. . . . . .letter
for the purpose of . . . . . .to or for
for the reason that. . . . . .since or because
for your information . . . . . .(delete entirely)
hand you . . . . . .enclose
I have your letter or I
have received your letter. . . . . .Thank you for your letter or We
appreciate your letter of ...
in accordance with your request. . . . .as you requested
in addition. . . . . .also
inasmuch as. . . . . .since
in order that. . . . . .so
in order to. . . . . .to
in receipt of. . . . . .we have received or thank you for...
in (or to or for) the amount of. . . . .for
in the event that. . . . . .if
in the nature of . . . . . .like
in the near future . . . . . .soon (or give specific date)
in the neighborhood of . . . . . .about
in the normal course of
our procedure. . . . . .normally
in this connection . . . . . .(delete entirely)

in this day and age	today
in view of the fact that	since or because
on the order of magnitude of	about
on the grounds that	because
on the occasion of	when or on
permit me to say	(delete entirely)
prior to	before
pursuant to our agreement	as we agreed
replying to yours of December 22	(refer to letter date immediately)
subsequent to	after
thanking you in advance	we shall be thankful for any information you care to send
thank you again	thank you
thank you kindly	thank you
the reason is due to	because
the writer	I or we
this letter is for the purpose of requesting	(delete; go ahead and ask)
this will acknowledge the receipt of your letter	(delete entirely)
under date of	on
under separate cover	(delete; tell how it's being sent - parcel post, air, etc.)
undersigned	I
up to this writing	up to now
we are not in a position to	we cannot
we regret to inform you that we are in error	we are sorry for our mistake
will you be kind enough to	please
with a view to	to
without further delay	now or immediately
with reference to	about
with regard to	about
with respect to	about
with the result that	so that
you claim or you state or you say	(delete entirely)
yours of recent date	your letter or your order

TRANSITIONAL WORDS

CAUSE AND EFFECT: accordingly, although, as, as a result, because, consequently, ergo, for, hence, otherwise, since, so, the reason is, then, therefore,thus

TIME: after, after awhile, after then, afterwards, at last, at length, at another time, at once, at one time, at that moment, at the same time, at that time, before, beyond, concurrently, during, earlier, eventually, first, finally, immediately, in the meantime, lately, later, meanwhile, next, of late, once, preceding, presently, previously, prior, shortly, simultaneously, since, since then, sooner, subsequently, temporarily, the next day (week, etc.), then, thereafter, thereupon, until now, until then, while.

SIMILARITIES: again, also, and, first, second, third, furthermore, in addition, in a like manner, in the first (second, third) place, in the same way, likewise, moreover, next, similarly, to be sure, too,

DIFFERENCES/CONTRAST: although, besides, by contrast, but, for all that, however, in spite of, instead, nevertheless, on the contrary, on the other hand, rather, still, though, while, yet

SUMMARY: in brief, in conclusion, in short, on the whole, then, thus, so far, to conclude, to sum up, up to this point

CONDITION: assuming, if, in case, provided, unless, whether

EXAMPLES: for example, for instance, in fact, in other words, in particular, namely, that is, specifically, such as, thus, to illustrate

REDRESS AND CONCESSION: admittedly, after all, as a matter of fact, at the same time, certainly, I admit, indeed, in fact, naturally, no doubt, of course

CORRELATIVE CONJUNCTIONS: either/or, neither/nor, not only/but also

WRITING CENTER EXERCISES Punctuation Review

Each of the following sentences requires one mark of punctuation to be correct. Put it in where it belongs.

1. "I don't know the answer to Dr Green's question," said Mark.
2. I dislike these vegetables cabbage, corn, spinach, and squash.
3. If we give you the money, will you pick up the tickets for us
4. The colors of the rainbow are delightful!" yelled Barbara.
5. I can't find my shoes my dog frequently steals them.
6. "The Sniper is a short story which takes place in Dublin.
7. The shrine to St Peter was destroyed in a gigantic fire yesterday.
8. If you want to vote you must register at the firehouse tomorrow.
9. The Swedes the Irish and the Italians migrated to the U.S. in the twentieth century.
10. The most famous Russian novel of all time is War and Peace.
11. "Is the cafeteria still open now " asked Doris.
12. "I don't understand, said Bruce, "what that story was supposed to mean."
13. "There were over 19000 people at the Wings' concert," said Barry.
14. "Charlie did you wash the dog yet?" asked Paul.
15. The sailors, wet and shivering were taken from the life raft this morning.
16. Our leader is fearless he is capable of neither terror nor humor.
17. Jerry remarked, The cost of living is rising rapidly, and I am broke."
18. "To be a singer," said Madame Olga, "you must work hard and long.
19. All of my wisdom teeth were pulled by Dr Carver in Bordentown.
20. How many of those books are Fred's or yours
21. There are four volunteers for the job Karen, Betty, Lea, and Rhonda.
22. When Gilda Gray retired the silent screen lost one of its most beautiful actresses.
23. If Warren Beatty invited you to spend the weekend at his beach house would you go?

Each of these sentences needs one mark of punctuation to be correct. Put it where it is needed.

1. When Jane arrived from Rome everybody in the family went to meet her.
2. I have already been to China I have no desire to go back.
3. Count your blessings and don't worry about your troubles.
4. Is she the only one from your class who is going to the picnic
5. Kenny said "The only courses I need are math and gym."
6. "This miracle fabric," said the salesman, is both fireproof and mothproof."
7. "Is that your Pinto in the driveway " asked Mildred.
8. His grades weren't very high but he was enthusiastic about succeeding.
9. I don't keep a notebook because I have an excellent memory
10. When the baby was born he weighed six lbs , but now he weighs twelve.
11. "The Hour of Letdown and "Virtuoso" are both short stories about robots.
12. Larrys attitude is discouraging in one so young.
13. "Watch out for that wire " screamed the mechanic.
14. Place your feet carefully on the prongs, and you wont slip off the seat.
15. Water was everywhere the flood had become ferocious in just a few minutes.
16. Is this wallet yours, Harrys or hers?
17. They linked arms and walked down the path towards Grandmothers house.
18. Her accent was so thick that I couldnt understand a word that she said.
19. Paul asked "Is this the way to lose weight?"
20. The class assembled at 8 30, and the teacher began the lesson.
21. "Are we all going to Atlantic City " asked Louie.
22. The most popular boy in my sisters graduating class is now a priest.
23. I left Poland at the age of four I am now an American citizen.
24. Some of our students really don't live in Mercer County many counties without their own colleges pay for their residents' tuition here.

WRITING CENTER EXERCISES

What mark of punctuation (period, question mark, exclamation point) should be used at the end of each of these sentences?

1. Do you believe that our economy will survive the present crisis
2. You are the biggest fool I have ever met
3. Have you tried to give up smoking
4. Isn't her hair style the messiest thing you've ever seen
5. Her engagement ring is at the jeweler's being repaired
6. Because of the heavy rainfall, all outdoor concerts for the weekend have been postponed
7. The capital of New York is Albany; the capital of New Jersey is Trenton
8. Have you any old books to donate to the fire house book sale
9. Curdled yogurt makes me throw up
10. Please give all the information requested at the top of this form
11. Are carrots and tomatoes as easy to grow as beans and peppers
12. There may be a flea market at the drive-in this weekend
13. Your cold fingers nearly frightened me to death
14. She bought peaches and nectarines at the roadside stand on Dutch Neck Road
15. How often does your church sponsor bingo games
16. Submit your requests on time if you want the committee to give them full consideration
17. I can hardly believe that this is happening to me
18. When are we supposed to start playing the passage marked <u>allegro</u>
19. These magazines are supposed to be taken to the library some day
20. Leave that disgusting worm alone, Francine
21. She is always careful about not leaving cleaning fluids and other dangerous products within the reach of her small children
22. Is it time for <u>Wonderwoman</u> yet
23. My father told me that he wouldn't carry me on his auto insurance, so I had to buy my own policy

WRITING CENTER EXERCISES

Put commas where they are needed in the following sentences.

1. The president of the college announced that he would meet with the students listen to their grievances and decide what to do.
2. We ordered crab cakes a salad potatoes and wine for dinner.
3. The advertisement for the car said that it gave 45 miles per gallon on the highway 38 in the city and 31 combined.
4. Wendy washed Charles' cuts bandaged them put him to bed and then fainted.
5. The day was windy cold dark and bleak.
6. The Thompson children were all bright good looking intelligent and dull.
7. Neither the security guard the teller nor the bank manager believed that it was a hold-up.
8. Bonkins was so charming sensitive and intelligent that it was difficult to remember that she was a cat.
9. When he realized that his boss his parents friends and the neighborhood children had all been invited he was annoyed.
10. In the mornings he fed the chickens cleaned the barn made breakfast and had a shower before he left for school.
11. There was scotch and soda rum and coke gin and tonic and draught beer for the guests.
12. The club agreed to organize the bazaar collect the profits and buy new toys for the needy children.
13. Each student's room was equipped with a reading lamp a desk for studying a small bed next to the window a thin wall closet and a threadbare rug.
14. She was experienced honest and courageous and she was the best person for the job.
15. Many students still are not sure when they are to use commas semi-colons and dashes.
16. Her mother her younger sister her son and her daughter had the same penetrating blue eyes.
17. Joanne's wallet keys and books were stolen from her gym locker.
18. My cat or your dog is sure to win one of the show's blue ribbons.
19. Patti Jacobs our head cheerleaders has a sense of humor a loud voice and great legs.
20. Mike Douglas Dick Cavett and Johnny Carson patronize the same barber in Los Angeles.

WRITING CENTER EXERCISES

In addition to the classifications of sentence by structure (simple, compound, complex), sentences are also classified by content.

A sentence which makes a statement (Paris is the capital of France/My dog ate a hamster/Your nose is running) is called DECLARATIVE. Declarative sentences end with a period.

A sentence which asks a question (Are you sick? Is this the way to the zoo? Does chocolate really give you zits?) is called INTERROGATIVE. Interrogative sentences end with a question mark and have a slightly different word order than than the other types of sentences; the verb or part of the verb comes before the subject.

A sentence which expresses strong feeling or emotion (Your hair is on fire! I just swallowed a cockroach! Mona fell into the cesspool!) is called an EXCLAMATORY sentence. Exclamatory sentences end with an exclamation point.

A sentence which expresses a request or a command (Take out the garbage/Get off my new rug/Leave your dirty laundry near the door) is called an IMPERATIVE sentence. It usually omits the subject because the sentence is directed at one person, you. Imperative sentences usually end with periods, although a command given with sufficient emotion might also call for the use of the exclamation point instead of the period.

What mark of punctuation (period, question mark, exclamation point) should be used at the end of each of these sentences?

1. Remove all articles from the pockets of your clothing
2. She distributed the milk and cookies at recess time
3. Are we going to that same dumpy motel again
4. In case of fire walk quickly but calmly to the nearest exit
5. The hill was too steep for us to climb in this weather
6. Did you see that movie about the elephant's burial ground
7. Take your hand out of there
8. The population in states like Florida and California is rapidly increasing
9. What kind of vitamins are you taking now
10. Are all of the children in your family as dense as you are
11. How many calories do cream filled, chocolate covered doughnuts have
12. Murder and kidnapping are the favorite sports of Italy
13. Did you read that moronic article in <u>The College Voice</u>
14. I ran to tell you that the Martians have landed
15. Are you donating blood to the Helene Fuld Hospital this year

Outdated Business Language

comply with your request	at hand
have before us	permit us to remind
pleasure of a reply	pursuant to
regret to advise	subsequent to
thanking you kindly	in response to your
the writer	hereby advise
in reply would advise	we take pleasure in advising
we trust	as per our agreement
at the present time	due to the fact that
enclosed please find	for the purpose of
in view of the fact	regarding the matter of
as per your request	despite the fact that
thank you for your cooperation	please be advised
until such time	we would appreciate it if
prior to the start of	in the near future
in the event that	it is our opinion
inasmuch as	in order to
in the matter that	at a later date
on the part of	please do not hesitate

Redundancies

Redundant	Correct
first begin	began
fill out and complete	complete
enclosed herewith	enclosed (or here is)
seldom ever	seldom
basic fundamentals	fundamentals
carbon copy	carbon
reduce down	reduce
refer back	refer
send in	send
expenses incurred	expenses
and also	also

SINGLE WORD SUBSTITUTES FOR PHRASES

Original	Revised
a good deal of	much
a large portion of	most
a great majority of	most
a multitude of	many
a number of	many
the vast majority	most
prior to	before
subsequent to	following

SUBSTITUTE GERUNDS FOR NOUN PHRASES

Original	Revised
the introduction of	introducing
the preparation of	preparing
the reception of	receiving
the reduction of	reducing
the supervision of	supervising
the use of	using

AVOID OVER-USE OF "IT IS..."

it is possible that	possibly
it is anticipated that	we anticipate
it is highly probable that	perhaps-probably
it is my conviction that	I am convinced
it is my intention to	I intend to
it is my hope that	I hope
it is my understanding	I understand
it is possible to	we can
it is the author's belief	the author believes
it is the college's intent	the college intends
it is the tendency of many	many tend
it is apparent that	apparently
it is their intention	they intend
it is the purpose of this study to	this study proposed to
it would be impossible for me to	I can't

SIMPLIFY THE SENTENCE BY USING A SIMPLE PREDICATE

Original	Revised
has been an attempt	has attempted
has been a deterrent to	has deterred
have been making studies of	have studied
have had a feeling	have felt
was an attempt	attempted
they have a requirement	they require
is the recipient of	receives
is an indication of	indicates
is a discussion of	discusses
had the feeling	felt
have an understanding of	understand
are the results of	result from
are the characteristics of	characterize

AVOID UNNECESSARY USE OF MAKE, MADE, MAKING

They made an attempt	they tried
made it possible for	enabled
make a choice	choose
make a careful analysis	analyze carefully
made a contribution to	contributed to
makes it possible for	enables
make provisions for	provide
make a sharp improvement	improve sharply
make direct application	apply directly
make the observation	observed
makes use of	observed
makes use of	uses
making preparation for	preparing for

SIMPLIFY PREPOSITIONAL PHRASES

Original	Revised
at all times	always
at a later date	later
at an early date	soon
at the present time	now
at the time when	when
at this time	now
in the amount of $10.00	for $10.00
in the developments of	in developing
in the event that	if
in the meantime	meanwhile
in the nature of	like
in the near future	soon
in view of the fact that	because
for the collection of	to collect
for making the comparisons	to compare
for the learning of	to learn
for the mastery of	to master
for the month of July	for July
for the operation of	to operate
for the purchasing of	to buy
for the preparation of	to prepare
for the purpose of reviewing	to review
for the operation of	to operate
for the reason that	because
for this to be accomplished	to accomplish this

SIMPLIFY PREPOSITIONAL PHRASES

Original	Revised
along the lines of	like
(films) of this nature	such films
on the grounds that	because
on the part of the learner	by the learner
over the signature of	signed by
to the attainment of	to attain
through the use of	by using
under the direction of	directed by
under separate cover	separately

UNNECESSARY WORDS:

are as follows	are
aware of the fact that	aware that
if it is deemed satisfactory	if satisfactory
in order to be well-prepared	to be well-prepared
in the course of his speech	in his speech
in the month of July	in July
in the year 1961	in 1961
it is interesting to note that	(leave it out)
it is obvious that	(leave it out)
it is possible to do this	we can do this
until such a time as	until
we are in the process of preparing	we are preparing
we are in the process of restructuring	we are restructuring
we wish to advise	(leave it out)
we find it objectionable	we object
we came to the conclusion that	we concluded that

TRIPLE MEMOS

1. The Great American Smokeout will take place on the third Thursday in November. Handouts for techniques for stopping smoking, which are provided from the American Cancer Association, will be on display in the Lobby and the Cafeteria. Upon request, our medical team provides personal direction for techniques on a schedule basis. Please publicize this event.

2. Subject: The Great American Smokeout

In an effort to encourage our employees to stop smoking, PPL will participate in the great American Smokeout on the third Thursday of November.

Smokers are advised to take the first step by going through the day without smoking. Literature on smoking-cessation techniques will be available in the dispensary and in LOB.

Please help me publicize the event.

3. Subject: The Great American Smokeout

On the third Thursday of November , PPL will be participating in the GREAT AMERICAN SMOKEOUT.

Smokers will be encouraged to take the first step in a program of smoking-cessation by leaving their cigarettes at home - and spending a smokeless day.

Posters will be on display in the lobby where incentives and smoking-cessation handouts will be available.

This year's theme will be to adopt-a-smoker by using a buddy system to encourage a smoking acquaintance to stop smoking and live healthier.

Please help publicize this upcoming event in your November issue of the Hotline.

Subject: Travel Arrangements

1. Attached please find the travel approval form for two people attending training at the Harnischfeger Institute in New Berlin, Wisconsin. I have already registered them for this class by phone, but the registration form needs to be sent in with the registration payment.

Also, they need airline reservations from Philadelphia to Milwaukee leaving PM October 29 and returning November 3 after 5:00 PM.

Hotel reservations are made for each student by the school, but they will both need a letter stating that are government employees, to guarantee they get the government rate.

Please let me know when they can pick up their airline tickets and letters.

Thanks!

2. Attached are the approval forms for two people who will be attending a class at Harnischfeger Institute in New Berlin, Wisconsin. They are both pre-registered by phone but the registration fee needs to be processed and sent.

Please make plane reservations from Philadelphia to Milwaukee and return leaving October 26 and returning November 1. Travel should be done in the afternoon to Milwakee and after 5:00PM leaving Milwaukee.

3. Attached are travel approvals forms for two people attending training at Harnischfeger Institute in New Berlin, Wisconsin. They will need to leave Philadelphia the afternoon of October 28 and return from Milwaukee after 5:00 p.m. November 2. Please make flight arrangements accordingly.

They are pre-registered by phone. Please process registration fee of $750 each for payment. Also, please include the letter stating that they are government employees.

Subject: Request Pay Check Early.

1. I'm requesting that my pay check be given to me early on October 24, 1991 at 3:00
3:00 p.m. due to the fact that I will be on vacation for the next two weeks.

2. I'm requesting this week's pay check October 25, 1991, be given to me on Thursday, October 24, 1991, at 3:00 due to the fact that I will be on vacation for the two weeks

---

Subject: PM Status Report FY-91

1. In the process of reviewing the PMs for the HVAC and Operation technicians, I found out that most of the PMs for the Periods 45 through 52 have not been completed.

Consequently, most of those PMs are categorized as safety related items and they have to be completed as scheduled.

Attached is a list of the PMs not performed and their status at the present time. Please review the list and contact the supervisor responsible for them. I would appreciate an immediate response regarding this matter.

Thank you.

2. Attached are a list of PMs not returned for periods 45 through 52, fiscal year 1991.

Please advise supervisors responsible to complete PMs and return the lists as soon as possible. Most of the work to be done are safety related items and it is essential that the work be completed. If, however, there is a particular reason the work cannot be done at this time, please let me know.

I will be thankful for an immediate response.

3. Enclosed are a list of PMs not turned in for periods 45 through 52 of fiscal year 1991.

Most of the PMs are safety-related items, and it is essential that the jobs be completed. Please advise supervisors responsible to complete the work and return the PMs to me. If, however, certain jobs cannot be completed at this time, please let me know.

An immediate response regarding this matter will be highly appreciated.

Thank you.

Sample Ficticious Names

Revise the memo below. The original source cold; rewrite it using language that is more personal and human. Change passive sentences to active.

TO: All Employees
FROM: Carol Smith, Human Resources
SUBJECT: Cancellation of July 4th's picnic
DATE: May 27, 19__

It is with great regret that the July 4th's picnic at Central Park has been cancelled. Due to our present reorganization, President John P. Hoff and other senior management have decided that Liberty Savings and Loan Association could not financially justify such an event at this time.

Since these events are so important for the morale of the company, management is hoping to be in a better position to provide its employees with a well deserved Christmas party. And with everyone's help, management knows we will be able to celebrate the holidays like never before.

Mr. Hoff thanks you for making this great sacrifice during Liberty's hard times. In making these types of sacrifices, you are helping to ensure a better future for all. Watch for exciting news regarding this year's Christmas party in Liberty's monthly newsletter, you can make it happen.

BEST COPY AVAILABLE

Revise the memo below. It is too wordy and the tone should be more conversational. Substitute familiar words for big words.

TO: All employees

FROM: Randy Plunkett, Director

DATE: October 3, 19--

RE: Contributions

It has recently been brought to my attention that only a small percentage of employees are contributors to the Partial Relief Fund supported by the Personnel Department. This fund is the source of money for the alleviation of employee hardship and emergencies which happen from time to time to employees.

It is hoped by this management that encouragement and motivation will be offered by each of you in supporting this worthwhile endeavor. Unless the level of contributions reaches a significant increase soon, a decline will be apparent in the formerly strong contribution level of all employees.

It is understood that no employee or person should be forced to make contributions to this fund. However, since we believe that a true belief in their community and a desire to see the problems of employees met face-to-face by workable solutions are shared by most employees of Bidweel and Sons, we are certain that undue or inappropriate persuasion techniques will not be needed by the management staff.

You may leave your contributions with Sandy in the Personnel Department office. Thank you for your generosity in supporting this valuable cause.

BEST COPY AVAILABLE

Analyze and compare the following memos:

A. Pursuant to phone contact, final sales for the quarter ending in September are enclosed herewith. A planning conference for all sales personnel will be scheduled for the [illegible] of these figures will be discussed. It is hoped that all district managers will be aware that the figures are such that reductions in the total number of dealerships and retail units may be indicated. A meeting to discuss this matter will be held on Monday, 17 October, at 10 a.m., in the regional manager's office. Thank you for your cooperation.

B. I have read your letter regarding your request for transfer. Travel time to work and a lack of hours are strong reasons for transfer. Presently A & I can't offer you any position in the San Francisco area. I realize you are eager to transfer, but, there are no positions available for which you qualify. If a position becomes available you will be strongly considered. Continue to perform as excellently as you have in the past. Together we can find a solution to this problem. Feel free to reapply for transfer in six months. I am sorry we are unable to comply with your request. If you have any questions give me a call at 543-7582.

C. I have spoken with the Data Processing Department about your transfer. There are no positions available for a person with your qualifications. The minimum qualifications for a position in Data Processing are an A.A. degree in computer science and one year of programing experience.

If you wish to complete the necessary education, you may wish to consider taking advantage of the company's tuition program. I can adjust your work schedule to give you time to complete your education. Please let me know if you want to take advantage of this opportunity.

If you have any questions or would like to discuss your transfer, please call me.

BEST COPY AVAILABLE

WRITING CENTER EXERCISE

Correcting Faulty Parallelism

Proofread and rewrite the following paragraph, correcting all faulty parallelism. There are 5 mistakes in this paragraph.

Human beings attempt to protect themselves psychologically as well as in physical ways. If someone harms you physically, you may want to fight back. To guard yourself psychologically, you may use defense mechanisms. You may be unaware of the real cause of your behavior in adjusting to a situation that is undersirable or a threat.

Three common defense mechanisms are regression, rationalization, and trying to compensate. Regression means returning to an earlier form of behavior. A person who regresses temporarily rejects the "hard cruel world" and is seeking the greater sensitivity of childhood. Rationalization is excuse making. A student not wanting to study for a test decides that she doesn't know what to study. Compensation is a form of substitution. If a person wants a better education but cannot attend school, she may try studying on her own or to learn more through experience.

Correcting Faulty Parallelism

Proofread and rewrite the following paragraph, correcting all faulty parallelism. There are 5 mistakes in this paragraph.

Almost everyone suffers from headaches occasionally. Some people say they have a headache if they feel tense, lightheaded, or have dizziness. Most often, however, people associate headache with pain. The pain may last for minutes, hours, or days.

Doctors believe that a headache is a sympton. It tells you that something is wrong in your body. You feel the pain, but others see the signs. People suffering from migraine, for example, may look pale, greenish-colored, or there may be puffy eyes.

Headaches interfere with an employee's job, cause bad feelings between friends, and family life is hurt. The employee with a headache is less productive. His quick temper may upset fellow workers or annoy customers. The man or woman with migraines may irritate a spouse, frighten the children, or the disturbance of neighbors.

Repeated headaches are not something to hide with aspirin. If they continue, check them out. On the other hand, simple daily headaches may be relieved by lying down for a while, breathing fresh air, or the massage of neck muscles.

WRITING CENTER EXERCISES

MORE PARALLELISM!

Indicate the kind of shift in each of the following sentences by marking in the blank at right (a) tense, (b) mood, (c) subject-voice, (d) person, (e) number, or (f) discourse. Make the necessary corrections.

EXAMPLE: In the past a person was sometimes laughed at for their his efforts to improve the environment.

e

1. Today when one reads about the activities of a woman like Mrs. Trudy Bernhart, you do not laugh.

_____

2. Because Mrs. Bernhart was concerned about the deer population in the Everglades, she dons high boots and goes in to the swamps to help rescue fawns threatened by flood waters.

_____

3. High water drowns many fawns and much of the food supply is also eliminated by the water.

_____

4. During the floods of 1970, when the foliage was stripped away up to the tree line, the fawns, unable to reach the food supply, die of starvation.

_____

5. When one reads that during the last seven years the deer population in the Everglades has diminished from thirty-five hundred to fewer than four hundred, they realize how important the efforts of people like Mrs. Bernhart are.

_____

6. When we hear the story of Mrs. Bernhart and others like her who quietly work to save our wildlife, a person cannot help feeling optimistic about the future.

_____

7. In California hundreds of people worked long hours to try to save the birds that have been coated with sludge from oil slicks.

_____

8. Since the birds could not fly, the people washed them until most of the sludge is removed.

_____

9. All over the country there are people who do not have to ask whether there is anything that they can do to save their wildlife and is it worth their effort.

_____

10. Wherever one lives they can discover wildlife that is threatened with extinction.

_____

Revising faulty Parallelism. Each of the following sentences has an error in parallelism. Write a correct version of each by placing all elements in a series of parallel structure.

1. A person may be brilliant in a specific field but he does not have general knowledge.

2. When we turn on TV sets, radios, or read magazines, we are usually seeking entertainment.

3. A citizen of this country is assured freedom of many things and one of these being freedom of speech.

4. Americans want peace, a high standard of living, to be the best, and they want to be liked.

5. Agricultural areas use water not only for everyday use and crop use, but the wildlife also use it.

6. He would leave his farm idle and may cause erosion.

7. The poem starts out with an ant running into a moth and is so busy he doesn't notice.

8. Disinfect diapers with boiling, sunshine, or, best of all, use special antiseptic diaper rinse granules.

9. He was like the king who ate and drank poison and he finally became immune to it.

10. These three things can be decided by the young people and do not need any interference from the adults.

REVIEW CHECKLIST

NOTES

1. Have you communicated your ideas, expectations, requirements, and needs to the reader?

2. Is your message clear?
   - concise?
   - specific?
   - complete?
   - personal and friendly?
   - in the reader's language?

3. Has the purpose of your writing been achieved?

4. If a response is necessary, will your reader respond accordingly?

5. Have you developed a profile of your reader?

6. Have you demonstrated the "you" attitude?

7. Have you determined the impact your writing will have on your organization and your reader?

• Group Instruction Activity 14

Please place overhead transparency 15 on the projector.

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8. Are your paragraphs complete units with qualifying ideas in separate sentences?

9. Are your sentences and words short and simple?

10. Have you organized your main and subordinate ideas by
    - sequencing?
    - transitional words?
    - inductive or deductive reasoning?

11. Is your word usage correct?

12. Are your sentences grammatically correct? Do your pronouns have antecedents? Do your subjects agree with their verbs?

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WORDS THAT ARE COMMONLY MISSPELLED

NOTES

absence
accept
accessible
accidentally
accommodate
accumulate
accurate
achievement
acknowledge
acquaintance
acquire
acquitted
address
adequate
advantageous
advertisement
advice
advise
aerial
affect
allot
allotted
all right
altogether
among
analyses
analysis
analyze
apologize
apparatus
apparent
approach
approximately
arguing
argument
arrangement
assistant
athlete
athletic
attendance
attorneys
authentic
auxiliary
basically
bases
basis
beginner
beginning
belief
believe
beneficial
benefit
benefited
blight
boundary
breadth
breath
breathe
budget
bulletin
bureau
bureaucracy
buses
business
calendar
candidate
canvas
canvass
capital
capitol
carburetor
career
careless
carrying
category
ceiling
cemetery
challenge
changeable
character
characteristic
characterize
chargeable
choose
chose
chosen
clientele
column
comfortable
coming
commission
committed
committee
companies
comparative
comparison
compelled
competition
competitive
competitor
comprise
compromise
compulsory
conceivable
conceive
condemn
conferred
confidential
connoisseur
conscience
conscientious
conscientiously
conscious
consciously
consensus
considerable
consistent
consistency
conspicuous
consumption
continually
continuous
controlled
controlling
controversy
convalescence
convenience
convincible
coolly
correspondence
corroborate
council
counsel
counterfeit
courageous
courteous
criticism
curiosity
cylinder
dealt
deceive
decide
decision
deducible
deference
deferred
deferring
deficient
definite
definitely
definition
demise
dependent
descendant
describe
description
desirability
desirable
despair
desperate
desperately
develop
development
device
devise
diary
dictionary
difference

dilemma
dilettante
dining
disappearance
disappoint
disastrous
discipline
discriminate
disease
dissatisfied
drunkenness
ecstasy
effect
effective
efficiency
efficient
either
eligible
eliminate
embarrass
emphasize
encyclopedia
endeavor
enforce
entertain
entrance
environment
equaled
equipped
erroneous
exaggerate
exceed
excel
excelled
excellence
exceptionally
exercise
exhilaration
existence
exorbitant
experience
explanation
extraordinary
extremely
familiar
fascinate
favorite
feasible
February
fictitious
finally
financial
financier
foreign
forfeit
formally
formerly
forty
fourth
further
gauge
genuine
ghastly
government
grammar
grievance
grievous
guarantee
happiness
harass
height
hindrance
hundredths
hypocrisy
hypocrite
illegible
imaginary
immediately
implement
incidentally
indebted
indefinite
independent
indigent
indispensable
influential
inimitable
insistent
intelligence
interest
interpret
involve
irrelevant
irresistable
judgment
knowledge
laboratory
landlord
laundry
lead
led
legitimate
leisure
liable
license
likelihood
likely
liquefy
livelihood
loneliness
loose
lose
losing
luxury
maintain
maintenance
manageable
maneuver
manufacturer
marriage
mathematics
medieval
mediocre
merely
mileage
miniature
miscellaneous
mischievous
missile
misspell
modifying
monopolize
moral
morale
mortgage
municipal
mysterious
necessary
necessity
negligence
Negro
Negroes
neither
newsstand
niece
nineteen
ninety
ninetieth
ninth
noticeable
occasion
occasionally
occur
occurred
occurrence
omitted
oneself
operate
opinion
opportunity
optimism
original
oscillate
outrageous
pamphlet
panicky
parliament
particularly

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NOTES

passed
past
pastime
peculiar
perceive
performance
permanent
permissible
perseverance
persistence
personal
personnel
phenomenon
plebian
possesses
possession
possible
possibility
practical
precede
precedence
preceding
predictable
predominant
prefer
preference
preferred
prejudice
prejudicial
prepare
prevalent
principal
principle
privilege
probable
probably
procedure
proceed
professor
prominent
pronunciation
psychiatry
psychology
pursue
pursuit
quantity
questionnaire
quiet
quite
realize
rearrange
recede
receive
recognize
recommend
reference
referent
referred
referring
relieve
remembrance
reminisce
repetition
repetitious
representative
rescind
resource
respectfully
respectively
response
responsible
rheumatism
rhythm
ridiculous
sacrilegious
satisfactory
satisfactorily
scarcely
seize
sense
separate
sergeant
serviceable
severely
sheik
shining
siege
significance
similar
sincerely
sophomore
species
specimen
stationary
stationery
statue
stature
statute
strengthen
strenuous
studying
subscribe
subsistence
succeed
success
successful
succession
suddenness
summarize
superintendent
supersede
suppose
suppress
surprises
surround
susceptible
syllable
tariff
technique
temperament
temperature
tendency
tentative
their
themselves
there
therefore
thorough
through
tragedy
transfer
transferred
transferring
treacherous
tries
truly
tyrannize
umbrella
undoubtedly
unnecessary
until
unusual
usage
useful
using
usually
vacillate
vacuum
vary
vengeance
vicious
vigilance
villain
warrant
weather
Wednesday
weird
whether
whose
worrisome
write
writing
written

• PLEASE TURN ON YOUR CASSETTE PLAYER.

REVIEW CHECKLIST

NOTES

1. Have you communicated your ideas, expectations, requirements, and needs to the reader?

2. Is your message clear?
   - concise?
   - specific?
   - complete?
   - personal and friendly?
   - in the reader's language?

3. Has the purpose of your writing been achieved?

4. If a response is necessary, will your reader respond accordingly?

5. Have you developed a profile of your reader?

6. Have you demonstrated the "you" attitude?

7. Have you determined the impact your writing will have on your organization and your reader?

• Group Instruction Activity 14

Please place overhead transparency 15 on the projector.

---

8. Are your paragraphs complete units with qualifying ideas in separate sentences?

9. Are your sentences and words short and simple?

10. Have you organized your main and subordinate ideas by
    - sequencing?
    - transitional words?
    - inductive or deductive reasoning?

11. Is your word usage correct?

12. Are your sentences grammatically correct? Do your pronouns have antecedents? Do your subjects agree with their verbs?

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likely
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livelihood
loneliness
loose
lose
losing
luxury
maintain
maintenance
manageable
maneuver
manufacturer
marriage
mathematics
medieval
mediocre
merely
mileage
miniature
miscellaneous
mischievous
missile
misspell
modifying
monopolize
moral
morale
mortgage
municipal
mysterious
necessary
necessity
negligence
Negro
Negroes
neither
newsstand
niece
nineteen
ninety
ninetieth
ninth
noticeable
occasion
occasionally
occur
occurred
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omitted
oneself
operate
opinion
opportunity
optimism
original
oscillate
outrageous
pamphlet
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particularly

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